**Unit 1**

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| **Department:** | | **World Languages** | | |
| **Course:** | |  | | |
| **Theme:** | | **Contemporary Life** | | |
| **Topic:** | | **Rites of passage** | | |
| **Learning Scenario** | | Students discuss the traditions in Spanish-speaking countries for identifying when one enters “adulthood”. They compare and contrast ceremonies and rituals, such as the “los quince años” with “Sweet sixteen” parties in the United States. They discuss first communions and other religious coming-of-age celebrations. They will analyze specific rights and responsibilities that are granted at certain ages in the U.S., such as getting a driver’s license and being able to vote. From this background they will create a questionnaire regarding rites of passage and will be assigned to survey at least five members of the Spanish-speaking community and five members of other ethnic backgrounds. Working in groups, they collect and analyze the responses and make summary statements regarding the traditions about one’s passage to adulthood in American cultures and elsewhere in the world. | | |
| **Standard(s):** | |  | | |
| **Desired Results** | | | | |
| **Understandings** | | * All cultures celebrate significant milestones in individual lives. * How milestones are celebrated varies from one culture to another. * Understanding the purpose of a celebration offers new perspectives on another culture. | | |
| **Essential Questions** | | Why is it important to celebrate significant events?  What makes an event a significant milestone? | | |
| **Skills / Functions**  what students will know and be able to do | | | **Knowledge**  what students will need in terms of vocabulary and structures to demonstrate their knowledge | |
| **Vocabulary** | **Structures** |
| discuss the rites of passage and religious celebrations of their own families | | | related to parties, events | preterite/  imperfect |
| Identify various rites of passage from other cultures and countries | | |  | comparitive/  superlative |
| explain different rites of passage and why they are celebrated in different countries | | |  |  |
| retell personal experiences based on coming of age themes | | |  |  |
| identify irony and explain in concrete terms | | |  |  |
| identify literary elements of a story | | | include vocab that you want them to have to discuss story elements – rising action, protagonist, etc. |  |
| retell significant rites of earlier civilizations – Mayan, Aztec | | |  |  |
| debate the merits of hazing | | |  |  |
| explain their plan for the transition from high school student to independent adult | | | levels of schooling  careers | future with si |
| answer the college application question  (great source for questions and ideas for unit) <http://hpregional.org/departments>  /english/mhassenplug/100%20topics.html | | |  |  |
| Compare and contrast schooling in the US to a different country.  I’m not sure how this fits this unit. | | |  |  |
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| **Assessment Evidence** | | | | |
| **Performance Task Summary**  **(Integrated Performance Assessment)** | | | | |
| Interpretive | Reading (Rites of passage)  Students will read biographical excerpts and will identify the key elements of transition in individual’s lives. They will | | | |
| Interpersonal | Role play 2 characters from one of the stories (use a quote from the story as a starter)  If you want to focus on non-fiction, pull significant event stories and have them role play the people who are involved discussing what happened, how they are coping and what the future might hold. (Joplin tornado, earthquake in Japan, Chilean miners, presidential candidate who loses, etc. – significant stories that appear in the news as you teach the unit or those that are well known. | | | |
| Presentational | Students will create a story using a multimedia format that outlines in detail a major transition in their life. | | | |
| **Formative Assessments** | | | **Other Summative Assessments** | |
| Retelling using story board (Mañana de Sol) | | | Final Exam-Story continuation, Reading (love story) | |
| Learning Activities | | | | |
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| Resources | | | | |
| Cajas de cartón  Salvavidas  Lupita  Primero de secundaria  Manana de sol  Versos Sencillos  La señorita Julia (TX p.51) Avancemos IV  http://es.paperblog.com/ritos-de-paso-para-adolescentes-aparentemente-bordes-la-ultima-cancion-197237/ | | | | |

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| Español |  |  |
| Los antecedents académicos  El ascenso  Los conocimientos de informática  El diploma  El jefe  Los negocios  La planilla  El puesto  La referencia  El título  TRABJOS (avancemos 4 p.26) |  |  |